

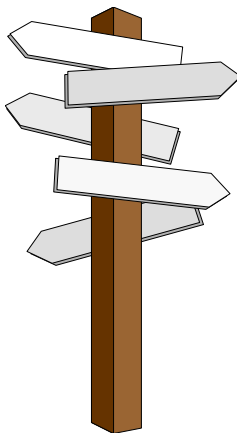
# **Asheboro High School**



## **Graduation Project Student Handbook For English IV**

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# Graduation Project at Asheboro High School



## **THE PURPOSE OF THE GRADUATION PROJECT:**

The Graduation Project at Asheboro High School is an opportunity for students to demonstrate what they know and how to showcase their achievement. The Project must be successfully completed as a component of Senior English, which is a required course for all graduating seniors. This process has been highly acclaimed and proven successful in many high schools across the country.

The Graduation Project is a fitting conclusion to students' high school educations because, through the project, they are able to demonstrate accumulated skills in reasoning, research, problem-solving, human interaction, organization, and public-speaking. This is appropriate as the culmination of their K-12 education because these are the very skills and abilities which they will be expected to demonstrate as college students and /or employees.

## **THE FOUR PHASES OF THE GRADUATION PROJECT:**

This project involves four phases. The first is a **research** paper, which must be completed prior to entering an English IV class.

The second phase requires you to apply the information you have gained from your research to manufacture a **“product.”** During this phase you must obtain a mentor to assist in advising you throughout the project. This should be someone who is knowledgeable about your subject. A relative may not be used as a mentor. Your “product” may be a performance, service activity, volunteer opportunity, or an actual physical product.

The third phase of the project is the **portfolio**. You must put together a portfolio, which demonstrates your journey throughout the entire research project.

The final phase of the project will be the **presentation**. This will be a six to eight minute speech given in front of a board of judges. You will be prepared well in advance.

If you adhere to the guidelines, meet the deadlines, and put forth your best effort, you will know that you have been successful in a life-long learning experience. All information is included in your handbook. Your Senior English teacher will notify you of any necessary changes in dates as you move through the semester.



Dear Parents, Guardians of Seniors:

As your son or daughter may have indicated to you, the Graduation Project process will start in Junior English classes and will be completed in their Senior English classes at Asheboro High School. It allows each student the opportunity to demonstrate his/her years of educational experience in reading, writing, speaking, accessing information, thinking, self-discipline, problem solving and organizational skills. These skills will be showcased in a four-part process, consisting of the following components:

- typed/word processed research paper
- a physical product related to some aspect of the research paper
- a portfolio documenting the entire process
- an oral presentation, which synthesizes the first three components and is given before a review board composed of teachers and community members.

Grades will be given for meeting deadlines and for the careful and thorough completion of the various components of the Graduation Project. To be successful, your son/daughter must complete and pass all components of the project. The senior year components of the project include the product, portfolio, and presentation; those grades will comprise 25% of your son's/daughter's English grade for the course.

This project cannot rely solely upon what your son or daughter already knows, but must demonstrate an aspect of new learning and growth. Prior knowledge is the Graduation Project foundation; demonstration of new learning is the glue. A successful Graduation Project journey involves parental and teacher support as well as student initiative and self-discipline. Your son/daughter will be informed of the deadlines and requirements as the steps are implemented. Early in the process, a letter of intent is due which will require your son/daughter to recap his/her research paper and define his/her product focus. This is the first step of the Graduation Project.

In a few short months, after years of acquiring skills and knowledge, overcoming frustrations, using interceding luck, and demonstrating perseverance, your son/daughter will be a high school graduate. These are, indeed, exciting times! Join us in a last senior journey. If you have any questions, please call Mrs. Penny Crooks, Graduation Project Coordinator, at 625-6185.

Sincerely,

Mr. Kemper Fitch  
Principal

## **Requirements for Successful Completion of Graduation Project**

### **THE PAPER**

1. Eight to ten typed, double-spaced pages; Times New Roman font; 12 point type
2. Two copies of final paper (one for grading, one for portfolio)
3. Five sources minimum; one must be an interview with an expert on your topic
4. No general encyclopedias (i.e. World Book, Wikipedia, Britannica)
5. MLA documentation and formatting
6. Works cited page
7. Free from plagiarism (result = automatic failure on paper)
8. Turned in prior to entering English IV

### **THE PRODUCT**

1. Minimum of 15 hours total with mentor; minimum of 3 different face-to-face meetings with mentor
2. Time log required
3. Product related to research
4. Photographic record of product progress with you in some of the pictures
5. Hand-written thank you note approved by teacher

### **THE PORTFOLIO**

1. Cover
2. Title Page
3. Table of Contents
4. Letter to Judges
5. Deadline Checklist
6. Letter of Intent with Approval Form
7. Parental Consent Form
8. Research Paper
9. Mentor Consent Form
10. Mentor Verification Log
11. Additional Documentation of Product; Minimum of 6 Pictures with Captions Are Required; receipts, certificates, brochures, etc. are other types of optional additional documents
12. Reflective Journals (#1, #2, #3)
13. Self-evaluation of Project



### **THE PRESENTATION**

1. Six to eight minute time limit
2. Judged on content and delivery
3. Appropriately dressed
4. Audio and/or visual required
5. Portfolio available to panel

The Graduation Project will count 25 % of the student's final English IV grade. The product, portfolio, and presentation will be combined for this grade.

Format for Letter of Intent

Your Name  
Your Street Address  
City, State Zip (→Enter 4 times)



Date (→Enter 2 times)

Teacher's Name  
Senior English Teacher  
1221 S. Park St.  
Asheboro, NC 27203 (→Enter 2 times)

Dear Teacher's Name: (→Enter 2 times)

The first paragraph should recap your topic of research. Explain why you chose this topic. Provide a short restatement of the focus of your research. Also, include what methods of research you used (Internet, books, periodicals, interview, etc.).(→Enter 2 times)

The second paragraph may describe the product you intend to create/complete. Include the connection between the research and the product and also what you consider to be the "learning stretch". Also, indicate any possible challenges or expenses (such as money or travel) you accept responsibility for carrying out. (→Enter 2 times)

The third paragraph must contain the following acknowledgement of ethical standards: **I understand that plagiarism is the unlawful claiming of another person's work as my own. I will do my best to come up with original thoughts and to cite others' work when I find it necessary to use their ideas. I will not use a paper, product, presentation and/or information gathered by another student. I will collect accurate verifications on all the work requiring signatures. I will not forge any verification documents.** (→Enter 2 times)

Sincerely, (→Enter 4 times)

(sign your name here in the space above your typed name)

Your Typed Name

**\*\* Letter should be single-spaced with double spaces between paragraphs.  
\*\* You must include the ethical standards paragraph word-for-word at the end of your letter.**

# The Product



The product phase of the Graduation Project requires the student to create a product, which is logically connected to the research. This product must show an application of knowledge gained during research. Students are expected to demonstrate their knowledge of the topic, not just repeat facts from the paper.

The product phase allows students to use their individual creativity and talent to apply knowledge of their topics. Students can build or create something tangible, or complete an activity or volunteer in the community in a way which connects to their topic.

Accurate documentation of product work is a must. English IV teachers will require product progress checks throughout the semester.

Students must take photographs of their progress, thus *this is an ongoing assignment*. If producing digital photos, mentees should save photos where they can be retrieved later. If using a camera that only produces hardcopy prints, it is suggested to print copies early, get double prints, and save negatives. **Six photos is the minimum number of pictures acceptable**, but this is particularly for students working in areas with strict confidentiality guidelines. **If there are no privacy issues, students need to take as many pictures as possible. Required photos: 1 or more with mentor; pictures with you working on your product.** Other suggested photos: equipment; other experts at work; photos from each meeting session.

Students are encouraged to keep notes throughout the process in order to effectively recount details in reflective journals and, ultimately, the final presentation. **A final copy of these journals is to be included in the portfolio. A journal scoring rubric is included in this handbook.**

# Mentoring Guidelines



The requirements of the Graduation Project Mentors are as follows:

- The mentor may not be a member of the student's family or under 21 years of age.
- The mentor will verify the student worked for a minimum of 15 hours to complete the student-generated product; there must be at least 3 face-to-face meetings between mentor and mentee.
- The mentor will assist the student in establishing objectives and keeping a log of all activities completed while meeting.
- The mentor will assist the mentee while on the job, if possible, in order to give the student practical experience in the area of the chosen topic.
- The mentor will assist the student in designing a project in the area of study. For example, a graphic arts intern might help produce a t-shirt order or design something for a business. \*The student may assist in an existing project or design in a new project with the assistance of the mentor. This area is flexible: The only requirement is some sort of visual aid that can be produced to document the completion of the project.
- In order to determine the student's grade for that phase, the mentor will provide feedback about both the student and the product, and report to the teacher any senior who is not meeting the timelines or requirements in order to determine the student's grade for that phase.

Basically, the mentor needs to verify that the student spent at least 15 hours to complete the product. The mentor should be available to discuss and assist with the topic area and to provide guidance on the product. The purpose is not to waste time or materials, but to gain some "real world" experience and knowledge before leaving high school. Each student should maintain a photographic record of visits and work on the product.

Mentors are asked to contact us with any questions or concerns. We may call you periodically to check progress and get your reactions as to the validity of a student's work. Thank you again for agreeing to assist our students in this exciting and meaningful endeavor. **This information sheet should be kept on file by the mentor for future reference.**

Asheboro High School Senior English Teachers



# Senior Information Sheet



**Student Name**\_\_\_\_\_

**Address**\_\_\_\_\_

**Home Phone**\_\_\_\_\_

**Parent/Guardian Name**\_\_\_\_\_

**Student e-mail Address**\_\_\_\_\_

**English Teacher's Name**\_\_\_\_\_

**Teacher's e-mail Address**\_\_\_\_\_

**AHS phone number: (336) 625-6185**

**Proposed Topic of Product**\_\_\_\_\_

**Best times to meet w/mentor**\_\_\_\_\_

**Please complete all applicable information. This form should be kept by mentor.**

Student\_\_\_\_\_

English Teacher\_\_\_\_\_

Dear Mentor:

Thank you for your interest in helping the students of Asheboro High School by agreeing to become a Graduation Project mentor. This is a very rewarding experience for both mentors and students. You provide hands-on experiences which are invaluable to the students.

For Asheboro City Schools Board of Education policy, criminal background searches are required for all school volunteers including Graduation Project mentors. Please fill in the information below and give it to your student with the mentor consent form.

On behalf of the senior English teachers, students, and staff, we would like to thank you again for your commitment to the students of Asheboro High School.

Sincerely,



Mrs. Penny Crooks  
Graduation Project Coordinator

### **Volunteer Registration Form**

I wish to volunteer to be a Graduation Project mentor at Asheboro High School.

Last Name\_\_\_\_\_ Address\_\_\_\_\_

First Name\_\_\_\_\_

Middle Name\_\_\_\_\_ Phone #\_\_\_\_\_

Maiden Name\_\_\_\_\_ Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_

Driver's License Number\_\_\_\_\_

Signature\_\_\_\_\_

# Mentor Consent Form

I, \_\_\_\_\_, agree to serve as a mentor in  
(Mentor's Name)

Asheboro High School's Graduation Project for \_\_\_\_\_.  
(Student's Name)

As a mentor, I agree to fulfill the following requirements:

- Have at least three meetings with a student
- Verify that the student spend a minimum of 15 hours working on the project
- Assist the student in establishing objectives and keeping a log of all activities completed while meeting
- Assist in designing a product in the area of focus or allow the student to assist in an existing project
- Give the student practical experience in the area of the chosen topic
- Determine the student's grade for the product phase by completing a written evaluation form

I also certify that I am:

- Over 21 years of age
- Not related to the student

Please sign below in ink to indicate your consent:

Printed Name of Mentor: \_\_\_\_\_

Mentor's Place of Business (if applicable): \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

E-mail Address (if available): \_\_\_\_\_

Phone Number: \_\_\_\_\_

Signature of Mentor: \_\_\_\_\_

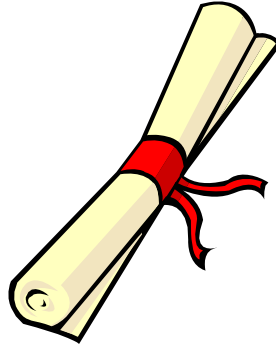
Date: \_\_\_\_\_

## Parental Consent

I give permission for my student, \_\_\_\_\_, to participate in  
this mentoring relationship with \_\_\_\_\_.

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

# Commitment Poster



You must create a sign that announces the subject of your research paper, product, and name. The sign will be posted along with those of other seniors. This poster is a commitment to complete the product posted on your sign.

Make the sign on 8 ½" x 11" lineless paper, but be sure that it is eye-catching, and readable from six feet away. A graphic representation of your project is also required, but don't get carried away. Make the sign neat and professional looking. The same goes for the print. Avoid wordy titles, and start the description of the physical product with a verb. (i.e. learn, create, build, volunteer, etc.)

**Save an electronic copy of your completed poster. With insertion of the Senior Board Night date, this poster may be used as your portfolio cover.**

## Product Progress Check Journal Rubric

Student Name: \_\_\_\_\_ Journal #: \_\_\_\_\_

Date: \_\_\_\_\_ Project Title: \_\_\_\_\_

English IV Teacher: \_\_\_\_\_

<b>Format:</b> Journal entry included task(s) completed, and learning that occurred	<b>4</b> Complete description of tasks and learning	<b>3</b> Good description of tasks and learning	<b>2</b> Fair description of tasks and learning	<b>1</b> Poor description of tasks or learning.
<b>Learning:</b> Apparent learning stretch present through reading journal entry	<b>4</b> Demonstrates and documents in depth what learning was applied to project	<b>3</b> Demonstrates and documents some learning that was applied to project	<b>2</b> Demonstrates and documents very little learning that was applied to project.	<b>1</b> Does not demonstrate or document any learning being applied to project
<b>Presentation:</b> Journal is easy to read and meets conventions of mechanical accuracy	<b>4</b> Journal is easy to read; few errors	<b>3</b> Journal is fairly easy to read; errors are a bit distracting	<b>2</b> Journal is difficult to read; errors are frequent	<b>1</b> Journal is very difficult to read; errors overwhelm the content

<b>Subtotal</b>	
-----------------	--

<b>Punctuality:</b> Journal was turned in on time?	Yes	No
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<b>Overall Total</b>	
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## Product/Mentor Log Sheet

Student Name \_\_\_\_\_

Topic \_\_\_\_\_

Please record all activities necessary to complete your product. It will help you to pace yourself. **Remember a minimum of 15 hours and 3 face-to-face meetings with mentor are required.** Please write legibly in blue or black ink.

Date	Time Spent	Activity	*Mentor Initials

Total hours \_\_\_\_\_

\*The mentor must initial each entry to verify the student's progress.

Asheboro High School Senior Project

Portfolio Document

# Product Evaluation

Good mentors are a vital part of a successful Graduation Project. We appreciate your willingness to help us this year. Your assessment of the product counts 33% of the Graduation Project grade. The last 3 parts of the Graduation Project counts 25% of the student's final grade. **Please complete the evaluation below and return it to the student and/or school in a sealed envelope, with your signature across the seal, by \_\_\_\_\_.**

Student Name: \_\_\_\_\_ Product: \_\_\_\_\_

- I. Can you verify that the student met with you at least 3 times and spent a minimum of 15 hours working on the physical product component of his/her Senior Project?  
Yes \_\_\_\_\_ No \_\_\_\_\_
- II. Please assess your mentee's performance in the areas listed below using a numerical grading scale: 93-100 (A), 85-92 (B), 77-84 (C), 70-76 (D), 0-69 (F)
- III. Please include comments and explanations; they are important to the student(s).

	Numerical Grade	Comments
Effort/Time: demonstrates consistent, efficient, and thoughtful use of time		
Evidence of planning		
Risk Factor/Evidence of learning: student explored a new area, demonstrated a new skill, or expanded previous knowledge.		
Enthusiasm		
Evidence of professional standards of conduct: work is a student-generated product; no plagiarism.		

**STUDENT'S FINAL GRADE** \_\_\_\_\_

Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Thank you for sharing your time and expertise with the student(s) as they worked to complete the Graduation Product Component of Senior English.

# PORTFOLIO EXPLANATION



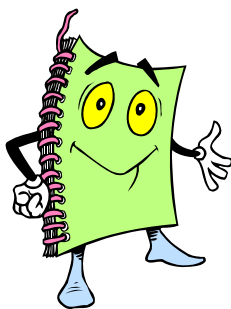
Your Graduation Project Portfolio is a packet of information given to your board of judges prior to your presentation. The judges will look through your portfolio prior to meeting you before your oral presentation. As they look through your portfolio, they will be able to look more closely at your written work and reflections related to your Graduation Project, thus getting a clearer idea of the scope of your work over the semester. In many cases, what they read would be their introduction to you, and for every judge this reading will be the introduction to your topic.

Each student is responsible for completing neatly all forms and including them and the research paper in the portfolio. Sloppily written forms and evaluations do not create a good first impression for the judges. Each student should make the best first impression he/she can with a neatly typed, attractively bound notebook that has the name of the project and student's name typed on the front cover. Think of your notebook as your representative on a job interview. Each senior wants to look professional and give every indication that this is representative of his/her work. Be creative as you put your portfolio together.

Each student should have a fellow student check his/her portfolio before handing the portfolio in to the teacher. This should help the student eliminate errors in his/her portfolio.

**A list of portfolio contents can be found on the next page on the rubric. A complete portfolio is mandatory.**





## Portfolio Grading Rubric Asheboro High School

Student: \_\_\_\_\_ English Teacher: \_\_\_\_\_

In order for the portfolio to be accepted by the teacher, the portfolio **MUST** contain quality work. It is imperative that it is turned in **ON TIME**. This is a good time to use your creativity in the presentation of your work.

<b>Portfolio Contents (should be in order as listed)</b>	<b>Points Possible</b>	<b>Score</b>
Cover	5	
Title Page	5	
Table of Contents	5	
Letter to the Judges	10	
Deadline Checklist	5	
Letter of Intent	5	
Project Approval Sheet	5	
Parental Consent Form	5	
Clean, unmarked copy of Research Paper	5	
Mentor Consent Form	5	
Mentor Verification Log	10	
Photographs and Additional Documentation	15	
Reflective Journals (#1, #2, #3)	10	
Project Self-Evaluation Form	5	
Overall Presentation of Portfolio	5	

# The Presentation



The presentation is the ultimate step in the process. It is a self-evaluation and reflection by the student of all that he/she has accomplished. It consists of a six to eight minute presentation accompanied by a visual aid, followed by a five-minute question and answer period. The panel is referred to as the “Senior Boards.” The presentation describes what has been learned from conducting research, writing the paper, and fulfilling the requirements of the project. Of special importance is a description of what was learned from the total experience.

Students are evaluated on their preparedness, their ability to communicate and think on their feet, and the overall quality of their research project. This, in essence, is their final evaluation in English IV, because it touches all facets of the broad subject of language arts.

The members of the panel will use the portfolio prior to the presentation to obtain an understanding of what has been accomplished. The portfolio will contain the research paper, verification of the product, and additional materials that will help to support the presentation.

The student’s selection of proper attire for the panel presentation is considered very important. The panel should not be distracted by inappropriate apparel. Impeccable grooming, including combed hair and clean clothes, is decidedly important. These decisions, like numerous others since beginning the project process, should be made with success in mind. The panel will consist of adults who have become familiar with the student’s work by reviewing the project portfolio. The student will be considered an expert in his/her area of research and therefore, will be expected to be appropriately groomed and attired and to provide a polished, organized, and effective overview of the project.

## Format for Letter to the Judges

( →Tab 8 times)

Your Home Address

City, State ZIP

Date ( →Enter 4 times)

Judges, Graduation Projects  
Asheboro High School  
1221 South Park Street  
Asheboro, NC 27203 ( →Enter 2 times)

Dear Judges, Graduation Projects: ( →Enter 2 times)

This letter will create a first impression of you and your project on Senior Board Night. Paragraph 1 should introduce yourself, your general project topic, and explain why you chose this project. ( →Enter 2 times)

Paragraph 2 should contain a brief summary of your research. ( →Enter 2 times)

Paragraph 3 should discuss, in detail, your specific product and how it relates to your research. When discussing the product, chronicle your approach/attitude throughout the semester. Explain what you planned for and/or completed during the beginning, middle, and end of the semester. Include any special learning experiences from the working on the product.( →Enter 2 times)

Paragraph 4 should explain what you learned and/or gained from your project (the “learning stretch”). Reflect on experiences that will give the judges useful information about you as a person and future graduate. ( →Enter 2 times)

Your final paragraph should thank the judges for their time. Write a thorough letter, but write concisely. ( →Enter 2 times)

( →Tab over 8 times)

Sincerely, ( →Enter 4 times)

(Sign your name in the space above your typed name)

Your Typed Name



# Speech Content Suggestions

The following is an outline, which you need to consider when preparing your speech. These are the questions we want you to answer. You will need to add to these suggestions and embellish, but make sure you answer these basic questions.

## **Introduction**

- What is your name (first and last)?
- What subject did your research?
- Why did you choose this subject?

## **Body**

- What research was involved in preparing your project?
- What process was involved? How did you do it?
- What are three interesting things you found out about your subject during the research for your paper and your product?
- What is your product?
- How does the product relate to your subject of research?
- What problems did you encounter (money, lack of skills, dog eating it, etc)?

## **Conclusion**

- What successes and failures did you encounter when researching the paper and completing the product.
- What did you learn from this project? (Anything about yourself?)

This speech must be at least six minutes and can be no longer than eight minutes. There will be a timer to note the beginning and ending times of your speech. Practice your speech so you will not be over or under the time limit. GOOD LUCK!!

# Speech Delivery Tips

Have you ever listened to a speaker who put you to sleep or drove you crazy with nervous habits? You want to make sure you do not annoy your audience or put them to sleep when you are speaking. The following are some suggestions you need to follow when speaking.



- ❖ Make eye contact with your audience.
- ❖ Stand up straight and do not slouch! Be proud of all you have accomplished.
- ❖ Do not hold the podium in a death grip.
- ❖ Relax! Do not lock your knees; you do not want to faint.
- ❖ Avoid all nervous habits (fidgeting, squirming, etc.)
- ❖ Do not put your hands in your pockets or fold your arms across your chest.
- ❖ Leave your notes on the podium. If you are nervous and your hands shake while holding notes, it is a distraction.
- ❖ Avoid using interrupters (um, you know, like, etc.)
- ❖ Moderate the pitch of your voice. Speak loudly enough to be heard, but do not speak in a monotone.
- ❖ Speak slowly—do not rush through your presentation.
- ❖ Do not read your notes word for word. You should know the content of your speech well enough so you will only need to be prompted by your notes.
- ❖ DO NOT CHEW GUM!!!!
- ❖ DRESS IN APPROPRIATE ATTIRE (costume or Sunday best)

Reminders:

Use index cards for your notes, and number them according to the order of your speech. You will turn these in.

Avoid handing out papers or anything during your speech.

Make sure you inform the person in charge if you will need any AV equipment, prior to the presentation.

# Asheboro High School

## Senior Boards Evaluation Form

Student: \_\_\_\_\_ Topic: \_\_\_\_\_  
 Time Start: \_\_\_\_\_ Time End: \_\_\_\_\_ Speech Length: \_\_\_\_\_

### CONTENT

Structure: introduction; distinct main points supported with specific details; conclusion

Superior	Above Average	Average	Adequate	Unsatisfactory
10	9	8	7	6

Evidence of New Knowledge

Superior	Above Average	Average	Adequate	Unsatisfactory
10	9	8	7	6

Organization: logical flow of ideas; use of transitions from topic to topic

Superior	Above Average	Average	Adequate	Unsatisfactory
10	9	8	7	6

Language Usage: appropriate word choice

Superior	Above Average	Average	Adequate	Unsatisfactory
10	9	8	7	6

### DELIVERY

Vocal Clarity/Volume/Varied Inflection

Superior	Above Average	Average	Adequate	Unsatisfactory
10	9	8	7	6

Poise/Posture: exhibited during speech and Q&A

Superior	Above Average	Average	Adequate	Unsatisfactory
10	9	8	7	6

Pacing/Adherence to Time Requirements (6-8 minutes)

Superior	Above Average	Average	Adequate	Unsatisfactory
10	9	8	7	6

Professional Appearance: costume acceptable if appropriate to topic

Superior	Above Average	Average	Adequate	Unsatisfactory
10	9	8	7	6

### PRODUCTION

Evidence of Thought and Energy Invested: making or doing something throughout the semester

Superior	Above Average	Average	Adequate	Unsatisfactory
10	9	8	7	6

Quality of Audio/Visual Component or Demonstration

Superior	Above Average	Average	Adequate	Unsatisfactory
10	9	8	7	6

Board Number \_\_\_\_\_

Total Score: \_\_\_\_\_

Judge's Comments:



7. What problems did you encounter? How did you overcome these problems?
8. How were the original plans for the project the same or different from the final outcome of the project?
9. What did you learn from working with the mentor or other experts in your field of research?
10. What did you learn about yourself?
11. What grade do you think you deserve? Justify this grade in fifty words or more.

My grade: \_\_\_\_\_

Justification:

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## Deadline Checklist for Fall Semester Graduation Project in English IV

Check off each item as you turn it in to your Senior English teacher.

<input type="checkbox"/> September 1	Letter of Intent
<input type="checkbox"/> September 14	Mentor Consent Form; Volunteer Registration Form
<input type="checkbox"/> September 28	Road Map
<input type="checkbox"/> September 30	Commitment Poster
<input type="checkbox"/> October 5	Journal #1 Due
<input type="checkbox"/> October 19	Journal #2 Due
<input type="checkbox"/> November 2	Journal #3 Due; Questionnaire Due
<input type="checkbox"/> November 16	Thank You Note for Mentor
<input type="checkbox"/> November 30	Mentor Verification Log; Product Evaluation Form
<input type="checkbox"/> December 2	Letter to the Judges
<input type="checkbox"/> December 6	Self-Evaluation Due
<input type="checkbox"/> December 9	Visuals for Presentations Complete; Complete Speech Due
<input type="checkbox"/> December 16	Portfolio
<input type="checkbox"/> January 5	Senior Boards

# Deadline Checklist for Spring Semester Graduation Project in English IV

Check off each item as you turn it in to your Senior English teacher.

<input type="checkbox"/> January 27	Letter of Intent
<input type="checkbox"/> February 10	Mentor Consent Form; Volunteer Registration Form
<input type="checkbox"/> February 22	Road Map
<input type="checkbox"/> February 24	Commitment Poster
<input type="checkbox"/> March 1	Journal #1 Due
<input type="checkbox"/> March 15	Journal #2 Due
<input type="checkbox"/> March 29	Journal #3 Due; Questionnaire Due
<input type="checkbox"/> April 12	Thank You Note for Mentor; Product Pictures
<input type="checkbox"/> May 3	Mentor Verification Log; Product Evaluation Form
<input type="checkbox"/> May 12	Letter to the Judges
<input type="checkbox"/> May 9	Self-Evaluation Due
<input type="checkbox"/> May 12	Visuals for Presentations Complete; Complete Speech Due
<input type="checkbox"/> May 19	Portfolio
<input type="checkbox"/> May 25	Senior Boards

# August 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25 Introduce Course and GP Completion	26	27	28
29	30	31				


# September 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Letter of Intent Due	2	3	4
5	6 No School— Labor Day	7	8	9	10 Summer Product Hours Due	11
12	13	14 Fall Mentor Consent & Vol. Registration Form Due	15	16	17	18
19	20	21	22	23	24	25
26	27	28 Product Check: Road Map Due	29	30 Commitment Poster Due		

# October 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5 Product Check: Journal #1 Due	6	7	8 No School— Teacher Workday	9
10	11	12	13	14	15	16
17	18	19 Product Check: Journal #2 Due	20	21	22	23
24	25	26	27	28	29	30
31						

# November 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2 Product Check: Journal #3 Due; Questionnaire	3	4	5	6
7	8	9	10	11 No School— Veteran's Day	12	13
14	15	16 Product Check: Pictures & Thank You Note Due	17	18	19	20
21	22	23	24 No School— Teacher Workday	25 No School— Thanksgiving Break 	26	27
28	29	30 Product Log and Product Evaluation Due				

# December 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2 Letter to the Judges Due	3	4
5	6 Self-Evaluation Due	7	8	9 Visual Aid Due Speech Due Practice →	10	11
12	13 Practice →	14	15	16 Portfolio Due	17	18
19	20	21	22 No School— Teacher Workday	23 Winter Break →	24	25
26	27 Winter Break →	28	29	30	31	

# January 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 Return from Winter Break	4	5 Senior Board Night	6	7	8
9	10	11	12	13	14	15
16	17 No School— MLK	18 No School— Teacher Workday	19 No School— Teacher Workday	20 Introduce Course and GP Completion	21	22
23	24	25	26	27 Letter of Intent Due	28	29
30	31					



# February 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10 Spring Mentor Consent & Vol. Registration Due	11	12
13	14	15	16	17	18	19
20	21 No School	22 Product Check: Road Map Due	23	24 Commitment Poster Due	25	26
27	28					

# March 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Product Check: Journal #1 Due	2	3	4	5
6	7 No School— Teacher Workday	8	9	10	11	12
13	14	15 Product Check: Journal #2 Due	16	17	18	19
20	21	22	23	24	25	26
27	28	29 Product Check: Journal #3 Due; Questionnaire	30	31		

# April 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12 Product Check: Pictures and Thank You Note Due	13	14	15	16
17	18	19	20	21 No School— Teacher Workday	22 Spring Break Begins	23
24	25 Spring Break	26	27	28	29	30

# May 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3 Product Log & Product Evaluation Due	4	5 Letter to the Judges Due	6	7
8	9 Self-Evaluation Due	10	11	12 Visual Aid & Speech Due Practice →	13	14
15	16 Practice →	17	18	19 Portfolio Due	20	21
22	23	24	25 Senior Board Night	26	27	28
29	30 No School—Memorial Day	31				

# June 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9 Graduation	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	